



UNIVERSITY
of VIRGINIA

SCHOOL of EDUCATION
and HUMAN DEVELOPMENT

Leadership for Continuous Improvement EDLF 7812 Course Syllabus [Fall 2025]

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Office hours: see Canvas course site

Aug. 21 - Dec. 9, 2024

3 Credit Hours²

Meeting & Major Activity Schedule

<i>Th, Aug 21 Week 1 (Canvas course site available and initial activities released)</i>			
<u>Cycle of Inquiry A</u>		<u>Cycle of Inquiry B (cont.)</u>	
Th, Sep 4 (Sync-Week 2)	5:00 – 8:00 pm	<u>Th, Oct 30 [Assign #3]</u>	<i>due by midnight</i>
<i>Tu, Sep 9 (Async)</i>	<i>due by midnight*</i>	<u>Cycle of Inquiry C</u>	
<i>Tu, Sep 16 (CFG Async)</i>	<i>due by midnight</i>	Th, Oct 30 (Sync-Week 10)	5:00 – 8:00 pm
Th, Sep 18 (Sync-Week 4)	5:00 – 8:00 pm	<i>Tu, Nov 4 (Async)</i>	<i>due by midnight</i>
<i>Tu, Sep 23 (Async)</i>	<i>due by midnight</i>	<i>Tu, Nov 11 (CFG Async)</i>	<i>due by midnight</i>
<i>Tu, Sep 30 (CFG Sync)</i>	<i>due by midnight</i>	Th, Nov 13 (Sync-Week 12)	5:00 – 8:00 pm
<u>Th, Oct 2 [Assign #2]</u>	<i>due by midnight</i>	<u>Th, Nov 13 [Assign #4]</u>	<i>due by midnight</i>
<u>Cycle of Inquiry B</u>		<u>Cycle of Inquiry D</u>	
Th, Oct 2 (Sync- Week 6)	5:00 – 8:00 pm	Mo, Nov 17	<i>Dates are tentative. Team consultations by arrangement with instructor</i>
<i>Th, Oct 9 (Async)</i>	<i>due by midnight</i>	Tu, Nov 18	
<i>Tu, Oct 14 (CFG Async)</i>	<i>due by midnight</i>	We, Nov 19	
Th, Oct 16 (Sync- Week 8)	5:00 – 8:00 pm	Th, Nov 20	
<i>Tu, Oct 21 (Async)</i>	<i>due by midnight</i>	Th, Dec 4 (Sync-Week 15)	5:00 – 8:00 pm
<i>Tu, Oct 28 (Async)</i>	<i>due by midnight</i>	<u>Tu, Dec 9 [Assign #5]</u>	<i>due by midnight</i>

**Work due by midnight indicates required dates to complete activity for peer review and/or major assignments. See class schedule below for details.*

Final Project: Final Semester Plan Presentation due by 11:59 p.m. on Tuesday, Dec. 9.

¹ David uses *he/him/his*. (*Why personal pronouns matter.*)

² Three credit hours are comprised of 42 hours of structured instructional time. In addition to these hours for structured instructional time, students are expected to spend double the contact time on independent activities (e.g., course readings and preparing assignments) in advance of each of the in-person sessions, comprising a total of 84 non-contact hours.

This course equips educators with tools to lead continuous improvement aimed at advancing the academic success, engagement, and belonging of all children. Grounded in improvement science, the course introduces tools for systemic change and includes field-based application in P–12 teaching and leadership.

Important Links

- Course url for Zoom (all sync sessions & office hours):
<https://virginia.zoom.us/j/92077562200?pwd=OVnQijYfDfvY3K5wyVVAab4sC3cxTt.1>
 - Meeting ID: 920 7756 2200
 - Passcode: 703470
- Course site on Canvas: [Leadership for Continuous Improvement \(Fall 25\) \(virginia.edu\)](#)

What is Leadership for Continuous Improvement?

This course provides educators with tools to initiate and sustain continuous improvement to promote all students' academic success and well-being. Drawing on improvement science, the course provides frameworks and protocols for understanding and leading systemic change in schools and school systems. Activities include authentic application of approaches used to support continuous improvement towards high-quality teaching and leading in P-12 school systems across the country: (1) making the work problem-specific and user-centered; (2) focusing on variation in performance; (3) seeing the system that produces current outcomes; and (4) the centrality of measurement for improvement (Bryk, Gomez, Grunow, & LeMahieu, 2015). Actual cases of successful and unsuccessful efforts to initiate and sustain continuous improvement in a variety of schools are a component of the course.

Why is this course a part of a program of studies for leadership candidates?

The Virginia Board of Education requires all candidates seeking licensure in school administration to take and pass the *School Leaders Licensure Assessment (SLLA)* that determines proficiency in the acquisition of knowledge and skills defined by the Virginia Department of Education. This course emphasizes the following components of [Virginia Competencies for the Preparation of School Leaders](#) 2a-g:

- 2) Knowledge, understanding, and application of leadership and organizations, including;
 - a) The change process of systems, organizations, and individuals using appropriate and effective adult learning models;
 - b) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
 - c) Information sources and processing, including data collection and data analysis strategies;
 - d) Using data as a part of ongoing program evaluation to inform and lead change;
 - e) Developing a change management strategy for improved student outcomes;
 - f) Developing distributed leadership strategies to create personalized learning environments for diverse schools; and
 - g) Effective two-way communication skills including consensus building, negotiation, and mediation skills.

This course includes embedded learning strategies for improved student learning totaling at least 126 clock hours including: experimental activities that complement, implement, and parallel the

university curriculum; and activities that emphasize student work with practical application that take place in the internship, the practicum field experience, as well as throughout the university program. The embedded assignment for this course is the final project: critical analysis of an existing School Improvement Plan and developing a semester plan for continuous improvement at your school that aligns with an annual School Improvement Plan. Students may count 15 hours toward the internship.

What will I learn in this course?

Students who successfully complete Leadership for Continuous Improvement will be able to:

- Identify the major organizational causes of variations in student performance in an actual school setting;
- Describe the elements of an effective teacher learning system;
- Identify and describe the research basis for at least one intervention that has been proven to be effective with at-risk students;
- Identify the most important leadership practices and organizational processes that promote and sustain continuous improvement;
- Identify potential obstacles to continuous improvement and what to do about them;
- Assess the school district support needed to facilitate the continuous improvement process.



Central elements of leading for coherence and continuous improvement to promote each student's academic success and well-being (Fullan and Quinn, 2016, p. 12).

How will I learn in this course?

EDLF 7812 involves improvement research, inquiry-focused activities, and problem-based learning, including:

- analyzing school performance data and conducting causal analysis to identify variations in student performance and likely causes of variations;

- articulating a vision for the instructional core and identifying leadership practices that contribute to the realization of that vision;
- identifying relevant and compelling evidence and undertaking needs assessment and related diagnostics for an area of low-performance in an actual school setting;
- identifying a theory of improvement and associated change drivers related to an explicit, evidence-based improvement aim;
- testing potential improvement strategies through prototyping;
- identifying organizational barriers to continuous school improvement;
- synthesizing what you have learned into a short-cycle plan for continuous improvement to promote each student's academic success and well-being in a targeted area of instructional improvement.

Activities rooted in students' experiences and facilitating connections between theory and practice are introduced through interactive lecture, small-group work and scaffolded individual reflections online. Developing the class as a site for collaborative professional learning is a key facet of students' learning experience. Collaboration and peer-support for collective and individual learning entail participation in class and online. Structured asynchronous activities are an essential aspect of how you will learn in this course.

Course Texts

Required texts

Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, California: Corwin. [\[Available as an e-book for loan through UVA Virgo.\]](#) [FULL]³

Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Myers Education Press. [\[Available as an e-book for loan through UVA Virgo.\]](#) [HINN]

Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin; National Association of Secondary School Principals; NSDC. [SKRL] {Selected Chapters available in Canvas}

Other course readings

(selected chapters, if required, are available in Canvas or through the UVA Library)

Anderson, E., Cunningham, K. M. W., & Eddy-Spicer, D. H. (2024). *Leading continuous improvement in schools: Enacting leadership standards to advance educational quality and equity*. Routledge. [LCIS] [{full access via UVA Library}](#)

Bennett, Brandon, and Lloyd Provost. 2015. [What's your theory?: Driver diagram serves as tool for building and testing theories for improvement](#). *Quality Progress*. 48, (7) (07): 36-43. [BENN]

³ Bracketed abbreviations for readings used in the Course Outline (e.g., [BRYK]).

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press. [BRYK]

Learning Point Associates. (2004). *Guide to using data in school improvement efforts*. Retrieved from <https://schoolturnaroundsupport.org/resources/guide-using-data-school-improvement>. [LEAR]

Meyers, C., & VanGronigen, B. (2021). *The best-laid plans can succeed. Educational Leadership* (78)7. Retrieved from: http://www.ascd.org/publications/educational_leadership/apr21/vol78/num07/The_Best-Laid_Plans_Can_Succeed.aspx [MEYE]

National Academies of Sciences Engineering and Medicine. (2019). *Monitoring educational equity*. National Academies Press. <https://doi.org/10.17226/25389> [NASE]

Park, S., & Takahashi, S. (2013). *90-day cycle handbook*. Retrieved from Palo Alto, CA: <https://www.carnegiefoundation.org/resources/publications/90-day-cycle-handbook/>. [PARK]
{available in Canvas}

Roegman, R., Allen, D., Leverett, L., Thompson, S., Hatch, T., & Fergus, E. (2020). *Equity visits: A new approach to supporting equity-focused school and district leadership*. Corwin Press. [ROEG]

Sparks, S. D. (2018). *A primer on continuous school improvement*. Retrieved from <https://www.edweek.org/ew/articles/2018/02/07/a-primer-on-continuous-school-improvement.html> [SPAR]

Yeager, D. S., Bryk, A. S., Muhich, J., Hausman, H., & Morales, L. (2013). *Practical measurement*. Retrieved from <https://www.carnegiefoundation.org/resources/publications/practical-measurement/> [YEAG]

UVA Canvas

Courses at UVA are taught in the Canvas Learning Management System. To log onto Canvas, visit <https://canvas.its.virginia.edu/>. You will be prompted to use your NetBadge log in information to access Canvas. For support, see the [UVA Canvas Support](#) page.

Static Course Link for Zoom

For all synchronous sessions and office hours:

Course url for Zoom (all sync sessions & office hours):

<https://virginia.zoom.us/j/92077562200?pwd=OVnQijYfDfvY3K5wyVVAab4sC3cxTt.1>

- Meeting ID: 920 7756 2200
- Passcode: 703470

Please notify me in advance if you plan to join by phone.

EDLF 7812 Course Schedule

Synchronous classes are highlighted in light gray.

Major assignments are highlighted in dark gray with white type.

IND = Objectives for asynchronous activity to be undertaken by students as *individuals*

CFG = Objectives for asynchronous & small-group synchronous activity to be undertaken by students as part of an assigned *Critical Friends Group*

WB Section X indicates that there is a corresponding section of your LCI Workbook

Cycle of Inquiry	Week	Objectives	Activities	Readings (due by date of session)
Getting Ready	Week 1 Async 8/21	<p>IND</p> <p>Prepare for full engagement in course activities and readings.</p> <p>School success & SIP stories</p> <p>Identify member of instructional team for brief informational interview (Week 1)</p>	<ul style="list-style-type: none"> • Complete Canvas and Zoom training • Review syllabus • Make a copy of LCI Workbook Section A and review. • Talk with school colleagues about data sources and school strengths. • Inventory available data sources related to programmatic equity and student achievement equity (WB Section A.1) • Post to Critical Friends Group Week 1 Discussion and reply to colleagues' posts. 	<p>Full course syllabus (this document)</p> <p>See Week 2 for readings & activities due by our first session, 9/4</p> <p>Course Introduction: David's Introduction to LCI [Canvas Video]</p> <p>Continuous Improvement in the A&S MEd [YouTube Video]</p> <p>OPTIONAL: David's Background in CI [Canvas Video - optional]</p>

Cycle of Inquiry	Week	Objectives	Activities	Readings (due by date of session)
A. Under-standing the problem & system	Week 2 Sync Thu. 9/4 5:00 – 8:00 pm	<ul style="list-style-type: none"> - Orient to course & assignments - Seeing systems: wholes, parts & networks of interaction - Overview of <i>Big Ideas</i> <ul style="list-style-type: none"> - Systemic Equity - Continuous improvement - Leadership - Coherence - Prepare for equity audit of programmatic equity 	<ul style="list-style-type: none"> • Share school success and SIP stories • Develop equity audit data table with focus on program equity (WB Section A.2) • Prepare for data collection 	BRYK pp. ix-19 (preface, intro)* SKRL Ch. 2, 5-6* NEPC newsletter & infographic* *see Canvas Week 0 Module to download readings
	Week 3a Async Tue 9/9 By midnight	IND Organize opportunity to learn (OTI) audit data	<ul style="list-style-type: none"> • Prepare your OTI audit data table (WB Section A.2) • Notify CFG colleagues that your workbook (WB Section A.2) is ready for review 	
	Week 3b CFG Async Tue 9/16 By midnight	CFG Review and comment on peers' data tables (WB Section A.2)	<ul style="list-style-type: none"> • Review CFG colleagues' first draft data tables (WB Section A.2) • Identify data gaps and suggest additional sources • <i>Before Week 4 session:</i> Incorporate CFG feedback in revisions to your data table 	
	Week 4 Sync Thu 9/18 5:00 – 8:00 pm	<ul style="list-style-type: none"> - Explore the first three of the six principles of improvement. - Identify potential obstacles to continuous improvement. - Develop a problem statement that serves as a focal point for your causal analysis. 	<ul style="list-style-type: none"> • Use fishbone diagram (required) and 5-Whys (recommended) to refine a problem statement and associated root-causes (WB Section A.4) • Overview of system process mapping • <i>You will need to schedule a 1-hour window to meet online with your CFG colleagues in Week 6</i> 	HINN, Section 2 Intro & Chap. 3, pp. 41-73 FULL Ch. 1
	Week 5 Async Tue 9/23 by midnight	IND <ul style="list-style-type: none"> - Develop causal analysis - Build a case for change: the "story" of your equity audit data 	<ul style="list-style-type: none"> • Sharpen problem statement and refine fishbone (WB Section A.4) • Refine fishbone with Google Drawing template • Before Sync Session: Review colleagues' WB Section A.3 (revised fishbone) • Prepare for peer review discussion. You will meet with your CFG colleagues to refine your fishbone during the Week 5 Sync Session. 	
	Week 6 CFG Sync CFG review meeting completed by 9/30	IND <ul style="list-style-type: none"> - Build a case for change: the "story" of your equity audit data 	<ul style="list-style-type: none"> • Before submission: Incorporate CFG feedback in revisions to your infographic 	
Equity Audit Infographic & Causal Analysis DUE by midnight on THURSDAY, 10/2				

Cycle of Inquiry	Week	Objectives	Activities	Readings (due by date of session)
B. Focusing collective effort & generating ideas for change	Week 6 Sync Thu 10/2 5:00 – 8:00 pm	<ul style="list-style-type: none"> - Develop targeted OTL area into improvement aim - Explore theory of improvement and its connection with driver diagrams (part I) - Prepare for locating research evidence related to problem of practice, improvement aim, drivers 	<ul style="list-style-type: none"> • Overview of Workbook Section B • Introduce PDSA cycle of inquiry, part I • Refine school aim into improvement aim (WB Section B.1) • Overview of system process mapping • Describe organizational processes through driver diagram • Identify drivers associated with improvement aim • Prepare for peer review discussion. <u>You will need to schedule a 1-hour window to meet online with your CFG 2 colleagues in Week 7 or 8</u> 	BENN FULL Ch 2-3 HINN Ch 6, pp 115-134
	Week 7 Async THURSDAY 10/9 by midnight	IND Clarify improvement aim, elaborate theory of improvement	<ul style="list-style-type: none"> • Complete readings • Watch Workbook Section B video • Develop improvement aim (WB Section B.1) and draft driver diagram <i>excluding change ideas for now</i> (WB Section B.2) • Share rough drafts of WB Sections with CFG 	BENN HINN Ch 6, pp 115-134 David's Async Presentation (see Canvas)
	Week 8 CFG sync CFG review meeting completed by Tue, 10/14	CFG Critique colleagues' draft driver diagram, change ideas and research (WB Sections B.1 & B.2)	<ul style="list-style-type: none"> • Before CFG online meeting: Review colleagues' WB Sections B.1 & B.2 • During CFG meeting: Support each other in producing high quality work through constructive feedback • <i>Before Week 8 session: Incorporate CFG 2 feedback in revisions to your draft driver diagram</i> 	
	Week 8 Sync Thu. 10/16 5:00 – 8:00 pm	<ul style="list-style-type: none"> - Visualize theory of improvement with driver diagram (part II) - Explore role of change ideas in driver diagrams - Begin locating research evidence related to problem of practice,, improvement aim, and associated drivers 	<ul style="list-style-type: none"> • Continue to refine driver diagram & improvement aim • Identify relevant change ideas & related research • Explore use of PDSA in relation to change ideas and research • Draft WB Section B.3 • EHD Librarian, Ashley Hosbach, presentation • <u>Sign up for consultations with EHD Librarian</u> • <u>Prepare for Cycle C Empathy Interview: Identify interviewee and schedule interview</u> 	FULL Ch 5 Individual research Introduction to UVA Library Resources
	Week 9 Async Tue 10/21 by midnight	IND <ul style="list-style-type: none"> - Clarify improvement aim, elaborate theory of improvement, including change ideas 	<ul style="list-style-type: none"> • Meet with EHD Librarian Ashley Hosbach • Incorporate change ideas into driver diagram • Identify research relevant to change ideas • Notify CFG colleagues that WB Section B.3 is ready for review • <u>Prepare for Cycle C: Identify interviewee and schedule interview in Week 12 or before</u> 	
	Week 10 CFG 2 Review Tue 10/28 By midnight	CFG Critique colleagues' draft change ideas and research (WB Sections B.3)	<ul style="list-style-type: none"> • Review colleagues' WB Sections • Incorporate CFG 2 feedback in revisions to your draft driver diagram 	
	Initial Driver Diagram with three Change Ideas DUE by midnight on THURSDAY, 10/30			

Cycle of Inquiry	Week	Objectives	Activities	Readings (due by date of session)
C. Focusing collective effort & Testing & building evidence	Week 10 Sync Thu 10/30 5:00 – 8:00 pm	<ul style="list-style-type: none"> - Introduce Plan-Do-Study-Act (PDSA) cycle and explore connections with Driver Diagram - Examine connections between elements of Driver Diagram and Practical Measures - Understand different measures for learning and continuous improvement - Introduce Empathy Interview focused on change idea with associated practical measures 	<ul style="list-style-type: none"> ● Overview of measurement for improvement vs. measurement for accountability or research. ● PDSA cycle of inquiry, part II (WB Section C.1) 	FULL Ch 4 HINN Ch 7, pp. 135-149
	Week 11 Async Tue. 11/4 By midnight	IND Completing empathy interview. Exploring practical measurement	<ul style="list-style-type: none"> ● Complete “Plan” part of PDSA, WB Section C.1 ● Notify CFG colleagues that initial plan WB Section C.1 is ready for review ● Before Week 12 Sync: Conduct interview & complete “do” section of PDSA; reflect on interview and complete “Study”; complete “Act” section 	
	Week 12 CFG Async Tue 11/11	CFG Critique colleagues’ ‘Plan’ WB Section C.1	<ul style="list-style-type: none"> ● Review colleagues’ plan, WB Section C.1 (PDSA) ● Continue to update driver diagram, including measures 	
	Week 12 Sync Thu 11/13 5:00 – 8:00 pm	<ul style="list-style-type: none"> - PDSA II and implications for change ideas and Driver Diagram - Understand importance of evaluating organizational capacity and mapping improvement initiatives - Understand how short-cycle planning is applied to quality improvement in schools - Explore leadership decision-making in relation to a short-cycle Plan Proposal - Consider prototype of a change idea that reflects SWOT analysis 	<ul style="list-style-type: none"> ● Assess learning from PDSA cycle ● Refine improvement aim and driver diagram; identify one change idea to test ● Explore SWOT analysis (WB Section C.2) ● <i>Prepare for second PDSA cycle (optional): Prototype change idea (WB Section C.3)</i> 	HINN, Ch 8, pp. 151-188 PARK MEYE Also: SWOT analysis overview video in Canvas (Week 11 Module)
Empathy IV & Organizational Capacity Diagnostic DUE by midnight THURSDAY, 11/13				

Cycle of Inquiry	Week	Objectives	Activities	Readings (due by date of session)
D. Discerning what to do next	Week 13 CFG Consultations w/ Instructor By arrangement on selected dates TBD	IND Prepare to workshop a portion of your short-cycle Plan Presentation (Aim Statement, Change Idea, and Practical Measure)	<ul style="list-style-type: none"> • <u>Optional</u> (WB Section C.3): Conduct test of prototype & complete “do” section of PDSA; reflect on test and complete “Study”; complete “Act” section • Review feedback from all prior assignments & CFG activity • Identify focus and elaborate draft outline of short-cycle plan (WB Section D) 	
	Week 15 Sync Thu 12/4 5:00 – 8:00 pm	<ul style="list-style-type: none"> - Improving short-cycle plan presentations - Explore connections between short- and long-cycle improvement planning - Improvement at the system level - Reflecting on your learning journey 	<ul style="list-style-type: none"> • Workshop: Presenting your short-cycle Plan Aim Statement, Change Idea, and Practical Measure for feedback • Innovative approaches to school improvement planning at the building and system levels • Reflection: “<i>I used to think... And now I think...</i>” 	[LEAD 1 preview] FULL Ch 6
	*Final Assignment DUE midnight on TUESDAY, 12/9			

Grading and Engagement

Students in EDLF 7812 are expected to complete all assignments and will be graded according to the following scale:

A+ = 100, A = 96-99.9, A- = 91-95.9, B+ = 87-90.9, B = 83-86.9, B- = 80-82.9, C below 80.

No graduate credit is awarded for grades below B-. Final grades will be calculated based on the weighting of the assignments shown in the listing below.

1) Session participation (including in-person & online)	20%	Ongoing
2) Causal analysis (2a) and Equity audit infographic (2b)	20%	October 2
3) Draft driver diagram with three change ideas	20%	October 30
4) Empathy IV & Organizational capacity diagnostic	20%	November 13
5) Individual semester plan: Presentation	20%	December 9

Engagement Expectations

Attending class and engaging in class discussions and activities is an essential first step to succeed in our learning goals of gaining foundational knowledge, communicating with others, and making connections between the texts. Synchronous zoom meetings will be discussion-based. In order to prepare to be an active participant it is essential to do the reading and give thought to any reading discussion questions provided prior to each class.

Late Work Policy

EDLF 7807 is a three-credit masters level course. You are expected to keep pace with the course schedule and to engage with all learning activities and major assignments, adhering to all associated due dates.

Late submissions without consultation with me in advance will result in grading penalties.

Required assignments (i.e., submitted assessments, listed below) are purposefully mapped out throughout the semester to allow time for me to provide you with high quality feedback for you to integrate into subsequent assignments. I understand that you are busy working professionals and that unexpected events may arise such as illness, emergencies, and family related needs. If you will need to submit an assignment after the due date, you are expected to seek a reasonable extension from me prior to the due date.

Communication is one of the key competencies required of any leader. It is expected all work will be turned in on time, however, each of you has personal and work commitments as well. Please understand, I hope you have committed to this program as a priority to your leadership development; however, if you have an extenuating circumstance and an assignment must be late, please contact me through CANVAS in advance to request additional time.

Additionally, submitting a required assignment late may impact the depth and breadth of feedback that you receive from me. If you find that you need to submit more than one required assignment after the due date, I will require that you develop and submit a written plan for keeping pace with the course schedule while completing the late assignment(s).

Accessing Grades & Feedback in Canvas

You can view your grades using the GRADES button in the course navigation links. Review the Canvas Guide on how to review feedback from an instructor:

<https://community.canvaslms.com/docs/DOC-10542-4212352349>

Drop or Withdraw from a Course

All distance education courses currently follow the policy of the School of Education and Human Development (SEHD): <https://education.virginia.edu/drop-withdrawal-and-refund-policy-grounds>. In order to avoid getting an W or F for the course, it is your responsibility to officially withdraw from the class prior to the deadline.

Assessments**Assignment #1: Course participation and presence**

As members of the A&S community, we will all hold ourselves to standards of professional and personal respect. This includes, but is not limited to the following practices:

- Attend all class sessions unless previously arranged with the instructor.
 - It is possible to be physically present for class but not engaged in the learning. Attendance includes both your physical and mental attendance.
 - This is especially true for online, synchronous sessions. Please give the same mental attendance to your instructors and colleagues as you would in an in-person session.
- Arrive to synchronous online sessions and submit work in a timely manner such that everyone is present and prepared to begin sessions and discussions on time
 - *Synchronous Online Sessions*: Please connect at least 5 minutes before class, connect your headset, check your video and microphone, and turn on your camera.
 - *Asynchronous Online Sessions*: Please complete all tasks on time such that your colleagues can review and respond to your work.
- Respectfully communicate both in-person and digitally.
- Prepare completely prior to class (readings, assignments, presentations, etc.) such that everyone can fully engage with and deepen their understanding of the course concepts.
- Engage fully in group discussion and activities
 - Participate actively in group discussions and activities with an open mind to new ideas and perspectives, especially during unfamiliar activities.
 - Contribute equitably to group assignments.

In addition, you are expected to complete all online activities as identified in the course outline, including replying to course readings, as well as contribute comments and read others' comments as directed for each activity. Online activities provide structured ways for you to advance your thinking by connecting concepts in the course materials with your ongoing professional practice. Your contributions will be assessed holistically and will include all in-class activities.

I regularly elicit formative feedback, and you will have an opportunity to complete a final course evaluation which provides summative feedback to me and the School of Education and Human Development (EHD) about my performance and your learning in this course. Completion of the final course evaluation is worth 3 participation points. Both formative and summative feedback are important parts of my learning in order to support your learning. Your reflections will offer you a chance not only to consider your own engagement in your learning and that of your colleagues, but also to put forward suggestions to me and my colleagues to better facilitate our learning and ongoing development of courses. Session participation includes taking part in providing formative feedback and summative evaluation.

Assignment #2a: Initial causal analysis (draft fishbone diagram) (10%)

Draft due for CFG review: Tue., Sep. 17

Assignment due: Thu., Oct. 2, midnight

Assignment 2 consists of two parts: (2a) causal analysis, consisting of your draft fishbone diagram; and (2b) opportunity gap infographic, described below. Each part counts for 10% of your final grade, for a total of 20% for the assignment overall. Based on the work begun in Week 4 Sync Session, you will identify a problem statement and carry out a causal analysis to identify initial root causes of the problem using an Ishikawa Diagram (fishbone, required) and 5-Whys (optional, recommended). You will receive feedback from your critical friends group to enable you to refine your problem statement and your related fishbone diagram before final submission.

Assignment #2b: Equity Audit Infographic (10%)**Assignment due: Thu., Oct. 2, midnight**

The equity audit infographic (2b) offers a focused summary of the data that you collected about programmatic equity and student achievement equity in your school (Skrla & Scheurich, 2009). The infographic should offer a concise and visually-compelling presentation of key highlights from your data collection and analysis, based on your causal analysis and your identification of an opportunity gap related to your problem statement. The infographic should not be comprehensive in the sense of covering all the data you gathered. Instead, you will be evaluated on your selection of the most salient points in terms of both strengths and challenges in relation to students' opportunity to learn, as well as your identification of a specific opportunity gap related to programmatic equity. Your infographic should include an overview of your school, including trend data (comparison of up to three years) if available and relevant. I highly recommend that you use Canva to create your infographic, [following these directions](#). If you are already familiar with and comfortable with another tool, please contact me before submitting your assignment.

Assignment #3: Initial driver diagram with three change ideas (20%)

Rough draft due for CFG review: Tue., Oct. 21

Assignment due: Tue. Oct 30, midnight

A driver diagram is a visual display of your theory of what “drives,” or contributes to, the achievement of an improvement aim related to your OTL area of interest. The driver diagram represents your theory of improvement by providing a clear picture of your view of the *processes* of improvement--processes that you believe will fulfill your ambitious vision of instructional improvement. The driver diagram is a useful tool for communicating to a range of stakeholders, including team members that are testing and working directly on an improvement initiative. Your driver diagram will evolve as you learn more about your problem, refine your improvement aim, and clarify change ideas and related measures. This assignment requires you to create an initial driver diagram that shows the relationships among:

- (a) the overall aim of the project (the improvement aim),
- (b) the drivers that contribute directly to achieving the overall aim (the primary drivers),
- (c) the drivers that are components of the primary drivers (secondary drivers), and
- (d) at least three specific change ideas related to one or more secondary drivers.

While a complete driver diagram also includes measures for each of the primary and secondary drivers, you are not required to include them for this assignment.

For this assignment, you will assemble and refine an initial driver diagram. Your driver diagram should consist of a clear improvement aim, two to five primary drivers, several secondary drivers, and at least three high-leverage change ideas related to your improvement aim that have some basis in research. Keep in mind that you, alone, are unlikely to have a comprehensive perspective of an entire complex system. You will want to check in with peers in your cohort and stakeholders in your school to seek feedback as you develop your initial driver diagram and refine your theory of improvement.

Assignment #4: Empathy IV & Organizational Capacity Diagnostic (20%)

Assignment due: Thursday, Nov 13, midnight

This assignment asks you to map existing and upcoming initiatives and activities that involve key stakeholders related to the improvement aim and change ideas you have identified. You will reflect on the current capacity of your school to support instructional improvement in the area you have targeted by:

- 1) identifying key stakeholders who are likely to be involved in or affected by your improvement initiative;
- 2) conducting an inventory of *existing initiatives and activities* already underway that involve key stakeholders for your improvement initiative, and
- 3) identifying any *upcoming initiatives and activities* in your school's improvement plan and from other sources that may influence (for better or worse) time and resources available for your initiative.

You will then group together related initiatives (existing and upcoming) and develop categories, as well as identify relationships among categories. You will use this information to inform a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis for your targeted area of instructional improvement, taking into consideration internal strengths and weaknesses and external opportunities and threats and reflecting on the alignment or lack of alignment of your improvement aim and change ideas with existing and upcoming initiatives and activities.

Assignment #5: Semester Plan: Slide Presentation (20%)

Assignment due: Tuesday, Dec. 9, midnight

As team leader of improvement in your school, you will prepare for a short-cycle improvement cycle in your school targeting your selected area of instructional improvement by developing a slideshow that describes your Project Charter (Park & Takahashi, 2013). You will not be writing a narrative Project Charter; you will create a slideshow along with accompanying rationale (in speaker notes section of slides) to convey the key ideas that describe succinctly the purpose and rationale for your Semester Cycle. Your audience includes:

- 1) the improvement team, as a means of developing a common framework and shared language around the improvement initiative, as well as
- 2) other key stakeholders in your school who may be overseeing or monitoring your efforts, such as the school's senior leadership team or colleagues in other areas interested in undertaking similar initiatives.

You will prepare a slideshow for your improvement team and other stakeholders that communicates the most important ideas about your causal analysis, improvement aim, provisional change ideas, and proposed cycles of testing. Your communication plan with your improvement team will consist of two parts:

- 1) a slide presentation that offers an overview of your Project Charter for a semester cycle of improvement targeting your selected area of instructional improvement.
 - a) The slide presentation should consist of 12 slides.

Note. You will NOT be writing a narrative project charter. Your slide deck takes the place of this.

- 2) succinct comments justifying points conveyed in each slide in “Speaker Notes” section of corresponding slide

Further details of the assignment appear in the Appendices below with the rubric.

What are other matters I need to know about?

INCLUSIVE TEACHING & LEARNING

I recognize and value the many perspectives that our students bring to their participation in this course. Many factors—social identities, visible and invisible disabilities, family circumstances, physical location, mental health, access to the internet—all influence the experiences that every individual can have in our learning this and every semester. I am committed to building an environment to support your learning, one in which you will be supported and rewarded for going out on a limb to communicate and defend your ideas.

FLEXIBILITY

Unpredictable events may arise that impact our course and university. In our course, flexibility includes negotiable deadlines with as much advance notice as possible, adjustments to workload and work expectations depending on circumstances; modifications to assignments for relevance and feasibility. Flexibility also includes communication. We encourage you to have a plan for communicating with us in case you become ill. In the event that one of us becomes ill, our first intention will be to redistribute teaching responsibilities between us. If that is not tenable, we will contact a colleague and/or make arrangements with the Associate Dean for Academic Programs and Student Affairs, Dr. Catherine Brighton (brighton@virginia.edu). We will ensure that you are well informed about how our course will proceed. Please pay close attention to email communications and/or Canvas announcements throughout this semester.

ANTI-RACIST EDUCATIONAL PRACTICE

Attention to equity and the development of our awareness of our roles as educators and educational leaders in perpetuating systemic inequities are foundational perspectives of this course. I acknowledge that racism and white supremacy are baked into both the history of UVA as an institution and the history of higher education as a whole. I believe that my pedagogical philosophies and practices can either reinforce inequities or work to eliminate them. I am committed and actively working to be a better, more careful listener; continuing to learn about the ways systemic injustices disadvantage Black students and colleagues and other students and colleagues of color in and out of the classroom; and advocating for and implementing anti-racist educational practices. I will hold myself accountable, encourage you to help me do so, and invite you to join me in this work.

COMPUTER REQUIREMENTS

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.

Check this [Essential Computing page](#) for hardware & software requirements:

https://virginia.service-now.com/its?id=kb_article&sys_id=2d3b4e8edb8f17806d905638dc96192f.

Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to

<http://get.adobe.com/reader/>.

We strongly advise students in fully online class ensure they have a web camera and headset with microphone.

ACCESS

We do not recommend taking this class unless you have regular and reliable access to a computer and that you are able to access the internet via a high-speed Wi-Fi connection between 3-5 times per week.

TECH SUPPORT

UVA Canvas Support (<https://its-help.its.virginia.edu/>) and the EHD Learning Design and Teaching Innovation Team are here to help you.

- For Canvas questions, call Canvas 24/7 Support at +1 (866) 897-5086
- For student email questions, contact UVA Central IT +1 (434) 924-4357
- For all other questions, call or email LDTIOnline. You will receive a response within 24 hours.

LDTI@virginia.edu ph: +1 (434) 924-3431

SUPPORT FOR ONLINE STUDENTS

For general questions or an initial point of contact the Online Student Support Specialist at LDTI@virginia.edu ph: +1 (434) 924-3431.

COURSE COMMUNICATION

Announcements

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course we will use the Canvas INBOX feature (located in the far left navigation menu) to send email for private messages. You can either check your messages in the CANVAS system or set your notifications to your preferred method of contact. Please check your messages regularly. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT.

- Do not send messages asking general information about the class, please post those in the QUESTION FORUM.
- Do not submit your assignments by message.
- Make sure to check your messages frequently.

Questions

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

Discussion

Discussion spaces are a way for you to engage with each other about the course content. Online discussion is most successful when you visit and participate in this space regularly.

Virtual Office Hours (Canvas Calendar)

Office Hours (via Zoom): typically Mondays 4-5 pm or by arrangement

Zoom for Office Hours: same as course

Turnaround/Feedback

During the week (M-F) I will check email and monitor the discussion board at least once a day. If you have a concern and send me a message, you can expect a response within two business days. I intend to provide feedback on assignments within two weeks of submission. If that is not possible, I will let you know in advance.

NETIQUETTE

When posting on the discussion boards and Zoom it is important to understand how to interact with one another online.

Best practices:

- If you would not say something in person, then do not say it online.
- If you would not share something in public, don't share it with your classmates.
- Respond to others promptly and thoughtfully.
- Respect individual's privacy and do not share class discussions outside of the virtual classroom.
- Respect the opinions of others.
- If you are uncomfortable with another person's post or language, reach out to your instructor for assistance.

NOTES REGARDING COMMUNICATION WITH FACULTY:

Members of the University Faculty are required to report bias and threats made to students or by students. If you disclose information regarding violence or assault to me, whether it be in person or part of an assignment (reflection paper, diary, journal, etc.), I am required to report it to the Title IX Office and the *Just Report It* system. Just Report It (JRI) <http://justreportit.virginia.edu/> is the University's online system for reporting:

- Sexual and Gender-Based Harassment and Violence
- Bias and Discrimination/Harassment
- Hazing
- Clery Act Compliance (by CSAs)
- Interference with Speech Rights

If a report is made, you will be contacted and offered support if you desire. You are not required at that time to report anything or accept any assistance. The system is designed to support you. You may access [Confidential Resources](#) if you wish to discuss a concern or incident without reporting to the University at this time. Information you share with Confidential Resources will not be disclosed to University officials or any other person except in extremely [limited circumstances](#).

COURSE PARTICIPATION POLICY

See Assignment #1: Course Participation and Presence, above.

ACADEMIC HONESTY

According to the UVA Honor Committee, “All students at the University of Virginia are bound by the Honor Code not to commit Academic Fraud, which is a form of cheating. “Consequently, it is required or implied that all work conducted by students conform to the following honor pledge: “On my honor as a student, I have neither given nor received aid on this assignment.” If you are not familiar with or require further information about the honor system, please see <http://www.virginia.edu/honor/>.

Honor & Use of Generative Artificial Intelligence (AI)

The work we will do during the course of this semester will often require you to seek ideas and inspiration from our course readings as well as external sources. I encourage the consultation of high-quality, pedagogically sound sources when designing instruction, but I require you to keep track of and cite the sources that you use – written, visual, auditory, and personal. It is essential to provide proper attribution and citation for the ideas you borrow and adapt from others, and you will be expected to do this on each assignment.

During our class, we may use generative AI tools such as ChatGPT. You will be informed when, where and how these tools can be used, along with guidance for attribution. All of us take responsibility for understanding the limits of AI tools, including the potential for bias, as outlined below:

- Poorly or minimally developed prompts will elicit low quality results. We will need to refine our prompts in order to get high quality outcomes, and this will take practice and thoughtfulness.
- We should assume that numbers or facts provided by AI are wrong unless we know the answers ourselves and/or can verify them with another source. Given the lack of transparency of these tools, we should assume that certain ideologies may be privileged over others, introducing bias into the results. We must all bear personal responsibility for errors, omissions, and potential bias inherent in the tool and results.

- AI is a powerful tool and one that we need to acknowledge using. Any assignments for which AI is used should include a paragraph explaining what the AI was used for and what prompts yielded the results. Models of such attribution statements will be provided in class.
- We must all be thoughtful about when this tool is useful, and we should not use it if it is not appropriate or if an assignment has been designated as “AI-free,” meaning that AI cannot be used for the assignment.

Failing to provide proper attribution and citation of any external source is considered academically dishonest. Consequences of such behavior range from failure on an assignment to failure in the course to dismissal from the university. Honest mistakes can be prevented. If you have any questions about what is appropriate, please consult the instructor(s).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

All students with special needs requiring accommodations should present the appropriate paperwork from the Student Disability Access Center (SDAC). It is the student’s responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least [insert preferred # of days] days before an exam. SDAC is located in the Department of Student Health and can be contacted at 243-5180/5181.

STUDENTS EXPERIENCING DISTRESS

Students experiencing distress can contact Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) to access information about resources that may be available in your area. In addition, if you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

Your mental health is important. To help find supporting resources in your area visit:

<https://www.mentalhealth.gov/get-help>

VIRTUAL CLASSROOM RECORDING POLICY

If we need to record synchronous, virtual class session during the semester, I will adhere to the EHD Classroom Recording Policy. To review EHD’s recording policy, please visit:

<https://curry.virginia.edu/sites/default/files/uploads/currypolicies/Classroom%20Recording%20Policy%2005-04-18.pdf>

Appendices: Course Assessment Rubrics

Please note: Descriptions of course assignments and rubrics are subject to revision for clarity and focus in order to best support your learning. Please check and follow the assignment descriptions and rubrics that appear in Canvas.

Assignment #1: Session Participation*20% of final grade*

Criterion	weight	Exceeds Expectations	Meets Expectations	Below Expectations	SCORE
Student Engagement in Synchronous & Asynchronous Sessions and Activities	9 points total	Engages in sessions and activities with intensity and insight. Activity completion is thorough. Monitors his or her level of involvement and develops and uses a number of strategies to keep self on task.	Engages in sessions and activities and completes all activities. Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Engagement in sessions and activities is inconsistent; assignment completion is sporadic. Sporadically shows determination to keep self on track.	
Student Integration of Course Readings/Content	4 points total	Often cites from readings; uses readings to support points; often articulates "fit" of readings with topic at hand.	Occasionally cites from readings; sometimes uses readings to support points; occasionally articulates "fit" of readings with topic at hand.	Rarely able to cite from readings; rarely uses readings to support points; rarely articulates "fit" of readings with topic at hand.	
Professional Attitude and Demeanor	4 points total	Always demonstrates commitment through thorough preparation; always arrives on time; frequently asks and listens to input from fellow class members; respectfully communicates with peers and instructor.	Rarely unprepared; rarely arrives late; occasionally solicits colleagues' perspective; respectfully communicates with peers and instructor.	Often unprepared; occasionally arrives late; rarely solicits colleagues' perspective; communication skills show a lapse in judgement	
Completion of Final Course Evaluation	3 points total		Completed = 3 points	Not completed = 0 points	
				TOTAL	

Assignment #2a: Initial causal analysis (draft fishbone diagram) (10%)**Causal Analysis Rubric**

Elements	Strong (9.25-10)	Competent (8-9)	Emerging/Underdeveloped (0-7.75)
Problem Statement (4)	Problem statement is a succinct statement concerning a 'high-leverage problem of practice' related to programmatic equity. Problem involves substantial resources, especially teacher or student time. Evidence for the problem is based in the data collected for the equity audit. There are reasons to believe that addressing this problem might substantially improve equity, excellence, and resource efficiency.	Problem statement concerns a problem related to systemic equity. Impact of the problem is not clear. Evidence for the problem has some relation to data but connection may not be clear. Relationship of problem to school improvement is indicated but reasons may not be clear.	Problem is not clear or is not related to programmatic equity and/or statement is not clear about a problem..
Causal Analysis (6)	Demonstrates thorough understanding of causal analysis relevant to the issue by accurately and succinctly presenting a model that characterizes key factors supported by available data. . Relationship between causes (major categories/ bones) and sub-causes (sub-categories/ pinbones) is clear, explicit, and logical. Fishbone includes just the right number of causes and sub-causes to give the viewer confidence that the diagram serves as a reasonable representation of the system.	Shows basic understanding and ability to engage the substance of the texts/online and in-class discussion in relation to elaboration of root cause analysis. Makes some explicit connections between root cause analysis and working theory.	Does not show much evidence of having engaged with and/or understood course texts/ online and in-class discussion. Connection between root cause analysis and working theory not articulated or presented clearly.
Total points: 10.00			

Assignment #2b: Opportunity Gap Infographic (10%)

Elements	Strong (9.25-10)	Competent (8-9)	Emerging/Underdeveloped (0-7.75)
Focus (7)	The focus of the infographic is clear and the main points are easily identifiable.	The focus of the infographic is clear for the most part. The main points are identifiable with some effort.	The focus of the infographic is hard to determine. There do not appear to be main points identified.
Layout of information (2)	The overall selection of information, the sequence of information presented, and the displays of information highly supports the content being presented.	The selection of information, its sequence and display are generally supportive of the content, but other ways of layout out the information might have led to more clarity for the viewer.	The layout does not convey information well or support the content being presented.
Elements (2)	Each element included in the infographic is carefully selected to support specific points and to help the viewer understand the infographic.	Some elements included in the infographic appear to be thoughtfully selected but the selection of elements occasionally gets in the way of understanding.	Too many different types of elements are used in the infographic, obscuring understanding.
Data Visualizations (2)	The data visualization formats (e.g., charts, figures) chosen make the data presented easy for the viewer to interpret the data.	The data visualization formats chosen showcase the data, but some may make it difficult for the viewer to interpret the data.	Data visualization formats selected are not appropriate and/or make it difficult to interpret data.
Visual appeal (2)	The infographic is visually appealing in ways that both complement the content and make the text readable.	The infographic is generally appealing but aspects of the design may not support coherence and understanding.	The design of the infographic obscures the focus and/or makes the content difficult to read and understand.
Total points: 10.00			

Rubric adapted from Schrock, K. (2016) Infographic rubric. Retrieved from:

<http://www.schrockguide.net/infographics-as-an-assessment.html>.

Assignment #3: Initial Driver Diagram with Three Change Ideas

	Strong (18 - 20)	Competent (16-17)	Emerging / Underdeveloped (0-15)
Improvement aim			
Alignment of improvement aim with OTL area of focus	Improvement aim aligns directly with OTL area	Improvement aim is related to OTL area, but the relationship may be indirect or obscure.	Improvement aim bears little or no relationship to OTL area.
Improvement aim includes consideration of specific elements: Foregrounds what will be improved? For what/whom? Where? By when? How much?	Improvement aim reflects consideration of all elements.	Consideration of elements apparent but improvement aim may lack inclusion of some elements.	Improvement aim reflects little or no consideration of specific elements.
Primary and secondary drivers			
Primary and secondary drivers and causal analysis	Causal analysis clearly informs the identification of primary and secondary drivers.	Drivers and causal analysis relate to one another; although the relationship may not be consistently apparent.	Drivers show little or no relationship with causal analysis.
Primary drivers and improvement aim	Primary drivers capture in concrete ways <i>what</i> needs to improve in order to realize the improvement aim.	Some connection evident between primary drivers and improvement aim but direct connection may be vague or not apparent.	Drivers show little connection with improvement aim.
Secondary drivers, alignment with primary drivers	Secondary drivers concretely identify <i>where</i> processes or events might be happening in the organization that are highly likely to move one or more primary drivers forward.	Attempt made to identify secondary drivers but connection with primary drivers may be vague or not apparent.	Secondary drivers are misaligned with primary drivers.
Relationships among: (a) improvement aim, (b) 3-5 primary drivers, (c) several secondary drivers), and (d) at least three specific change ideas	Clear and coherent relationships evident among improvement aim, 3-5 primary drivers, secondary drivers and change ideas. Relationships represented accurately with arrows.	Evidence of effort to establish relationships among improvement aim, 3-5 primary drivers, secondary drivers and change ideas, but the relationships may not always be clear or self-evident.	Little or no effort to establish relationships among improvement aim, 3-5 primary drivers, secondary drivers and change ideas.
Three high-leverage, research-informed change ideas			
Research basis	Clear connection between identified research and at least three change ideas. Identified research is of high quality. References are included for relevant research	Some connection between at least three change ideas and identified research. Indication of quality and/or references may be missing or inaccurate.	Little or no evident connection between change ideas and research. No indication of quality. References missing or inaccurate.

Alignment of change ideas with secondary drivers	Each of at least three change ideas clearly associated with one or more secondary drivers. Each change idea aligns with the secondary and primary drivers it is meant to affect.	At least three change ideas identified that relate to secondary drivers but connection may not be obvious..	Change ideas not identified or have little or no relationship with secondary drivers.
Theory of improvement and assumptions			
Theory of improvement statement – alignment with driver diagram	Theory of improvement statement clearly aligns with driver diagram.	Theory of improvement statement shows some alignment with driver diagram but important points may be misstated or missing.	Little or no alignment with driver diagram.
Assumptions	Close consideration and clear articulation of assumptions underlying theory of improvement statement and driver diagram.	Some consideration of assumptions underlying theory of improvement statement and driver diagram.	Assumptions appear to be misaligned or misidentified.
Total points: 20.00			

Assignment #4: Organizational Capacity Diagnostic (20%)

	Strong (18 - 20)	Competent (16-17)	Emerging / Underdeveloped (0-15)
Mapping existing and upcoming initiatives			
Identification of key stakeholders	Comprehensive and specific identification of stakeholders most likely to be involved with improvement initiative.	Key stakeholders identified; although a small number may have been overlooked and/or specific involvement may not be clear .	Key stakeholders misidentified or overlooked.
Existing initiatives and activities that involve key stakeholders	Thorough identification of existing initiatives and activities as well as the relationships among existing initiatives and activities.	Identification of existing initiatives and activities already underway; although not all areas nor relationships among activities may have been considered in depth.	Superficial and/or mistaken identification of activities and initiatives. Little or no characterization of relationships among activities.
Upcoming initiatives and activities that involve key stakeholders.	Thorough identification of upcoming initiatives and activities as well as the relationships among existing initiatives and activities.	Identification of some upcoming initiatives and activities; although sources and/or relationships among activities may not have been considered in depth	Superficial and/or mistaken identification of upcoming activities and initiatives. Little or no characterization of relationships among activities.
Grouping of initiatives and activities	Related initiatives and activities (existing and upcoming) grouped together in clear and coherent ways.	Initiatives and activities (existing and upcoming) grouped together but relationships within and between categories not always clear and/or coherent.	Groupings of initiatives and activities lacking clarity and coherence.
SWOT Analysis			
Analysis of strengths, weaknesses, opportunities, and threats	SWOT analysis demonstrates thoughtful and thorough consideration of internal strengths and weaknesses and external opportunities and threats, taking into consideration existing and upcoming initiatives and activities.	SWOT analysis demonstrates consideration of internal strengths and weaknesses and external opportunities and threats, with some consideration for existing and upcoming initiatives and activities.	SWOT analysis demonstrates mistaken or misguided identification of internal strengths and weaknesses and external opportunities and threats. Little consideration given to existing and upcoming initiatives and activities.
Assessment of Organizational Capacity: Summary Statement			
Evaluation of organizational capacity for targeted area of improvement	Statement succinctly and insightfully summarizes important insights from mapping of existing and upcoming initiatives and activities and SWOT analysis.	Statement summarizes several key insights from mapping of existing and upcoming initiatives and activities and SWOT analysis.	Statement fails to capture key insights.

Assignment #5: Semester Plan: Slide Presentation (20%)

As team leader of improvement in your school, you will prepare for a short-cycle improvement cycle in your school. You will target your selected area of instructional improvement by developing a slideshow that describes your proposed initial Semester Plan (Park & Takahashi, 2013). You will not be writing a narrative proposal; you will create a slideshow to convey the key ideas that describe succinctly the purpose and rationale for your Semester Cycle. Your audience includes:

- the improvement team, as a means of developing a common framework and shared language around the improvement initiative, as well as
- other key stakeholders in your school who may be overseeing or monitoring your efforts, such as the school's senior leadership team or colleagues in other areas interested in undertaking similar initiatives.

You will prepare a slideshow for your improvement team and other stakeholders that communicates the most important ideas about your root cause analysis, improvement aim, provisional change ideas, and proposed short-cycle Aim. Your communication plan with your improvement team consists of a slide presentation that offers an overview of your proposal for a short cycle of improvement targeting your selected area of instructional improvement.

You will use the template slide deck provided. This slide deck corresponds with Workbook Section D: Semester Plan Presentation. The workbook section provides you with details about what you should include on each slide.

Please replace bracketed text in the template slides with your own text. Feel free to change the layout and/or format of slides to suit your communication needs. Also, please remember to complete the "Reflection" prompts that are included in the Notes section of each slide, as directed in the Workbook.

Slide presentation**A. Title**

- Brief title, beginning with, "Semester Plan:" and including a brief description of your targeted area of instructional improvement after the colon. Under the title, include the name of your school, your name, and the date.
 - Slide #1

B. Background (2 points)

- Concise, data-informed overview of your school, with focus on data most relevant to your targeted area of instructional improvement.
 - Slide #2

C. Causal Analysis (2 points)

- Causal analysis (Fishbone and/or 5-Whys) and rationale for focusing on particular factors derived from diagnosis

- Slide #3: causal analysis (Fishbone) and brief identification of variety of data sources used to diagnose school needs and indication of data quality
- Targeted area of instructional improvement
 - Slide #4: concise statement of targeted area of instructional improvement.

D. Instructional Vision and Theory of Improvement (3 points)

- Instructional vision and improvement aim: concise and compelling statements of ambitious vision and improvement aim related to targeted area of instructional improvement
 - Slide #5: (a) Overarching improvement aim, (b) Short-cycle Aim Statement.
- Theory of improvement – driver diagram
 - Slide #6: driver diagram
- Targeted change idea(s) and related assumptions: Identification of processes, tools and/or practices targeted for action in semester cycle and assumptions that led to the identification of change idea(s).
 - Slide #7: targeted change idea(s) with highlight of specific components of driver diagram identified for action and assumptions related to this selection.
- Practical measures: identification of process measures that can be collected frequently enough to assess progress on project
 - Slide #8: Practical Measures to evaluate short-cycle plan

E. Overview of Deliverables (2 points)

- Identification of main products to be generated at the end of the semester cycle in each school, along with initial activities and ideas for iterative testing through PDSA cycles
 - Slide #9: Main products of short-cycle plan and initial activities and ideas for PDSA cycles

F. SWOT Analysis (2 points)

- Internal: Strengths & weaknesses
- External: Opportunities & threats
- Balancing measures: What measures will you use to assess unintended consequences of implementing this plan?
 - Slide #10: SWOT analysis & identification of key balancing measures.

G. Improvement Team & Intended Users (2 points)

- Clear identification of members of improvement team and intended users of information generated in semester cycle
 - Slide #11: Improvement team and intended users.

H. Key Resources and Experts (2 points)

- B. Organizations, individuals, readings that will inform the effort
 - Slides #12 (or more): One or more slides of key resources/experts to inform your analyses and plans

Assignment #5: Semester Plan: Slide Presentation (20%)

	Strong	Competent	Emerging / Underdeveloped	Points
Slide Presentation (20 total points)				
B - Background (2 points) Slide 2	Concise, data-informed overview of your school, with focus on data most relevant to your targeted area of instructional improvement.	Overview of school with obvious focus on data relevant to targeted area of instructional improvement	Overview of school lacks clear relevance to targeted area of instructional improvement.	
C – Causal analysis and targeted area of instructional improvement (2 points) Slides 3-4	Well-developed causal analysis (Fishbone) and clear rationale for focusing on particular factors derived from diagnosis with mention of data sources and data quality; Concise statement of targeted area of instructional improvement.	Root-cause analysis (Fishbone) with reference to diagnosis, data sources and data quality; Statement of targeted area of instructional improvement.	Superficial and/or mistaken identification of root cause. Targeted area of instructional improvement not clearly related to analysis.	
D – Improvement aim, short-cycle aim Theory of Improvement (8 points) Slides 5-8	Concise and compelling statements of ambitious vision and improvement aim statement, expressed as SMART goal. Coherent driver diagram, with identification of processes, tools and/or practices targeted for action in short-cycle and assumptions that led to the identification of change idea(s). Identification of process measures that can be collected frequently enough to assess progress on project	Statements of ambitious vision and improvement aim, expressed as SMART goal. Driver diagram with some indication of processes, tools, practices targeted for action. Mention of relevant assumptions. Attempt to identify process measures.	Superficial and/or mistaken identification of ambitious vision, improvement aim, drivers, change ideas, process measures. Little or no mention of underlying assumptions.	
E- Overview of Deliverables (2 points)	Clear and detailed identification of main products to be generated at the end of the semester cycle, along with initial activities and ideas for iterative testing through PDSA cycles	Identification of main products to be generated at the end of the semester cycle, along with some indication of initial activities and ideas for iterative testing through PDSA cycles	Identification of main products to be generated missing or mistaken. Little or no effort to identify initial PDSA activities.	
F - SWOT Analysis (2 points)	SWOT analysis demonstrates thoughtful and thorough consideration of internal strengths and weaknesses and external opportunities and threats.	SWOT analysis demonstrates consideration of internal strengths and weaknesses and external opportunities and threats.	SWOT analysis demonstrates mistaken or misguided identification of internal strengths and weaknesses and external opportunities and threats.	

G - Improvement Team & Intended Users (2 points)	Clear and specific identification of members of improvement team and intended users of information generated in semester cycle.	Identification of members of improvement team and intended users of information generated in semester cycle.	Key team members missing and/or improvement team incomplete.	
H - Key Resources and Experts (2 points)	Useful and relevant identification of key organizations, individuals, readings that will inform the effort	Identification of key organizations, individuals, readings that will inform the effort.	Superficial, misguided or missing identification of key organizations, individuals, readings	
Total Points: 20.00				